



Year 4, 5 and
Autumn Term



Mentors' I

Curriculum Levels

ion



ared

mentoring themes:

listening

relationships

Definition

The ABA defines bullying as intentional hurting of another person or group by another person or group. A bullying relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.' Any other incidents are considered Relational Conflicts

Are the following scenarios involving bullying or relational conflicts?

- ⇒ *Hamza has been left out of the team for the past few weeks because of the colour of his skin.*
- ⇒ *Sarah and Hayley were fighting over the equipment, Sarah ended up winning.*
- ⇒ *Billy and Kevin have had a fight on the field where both boys pushed the other to the ground. Billy got the football first, this has happened every week this week.*
- ⇒ *Julie is whispering and spreading rumors about her friends, this has left Kevin feeling sad. Julie has been spoken to by her class teacher.*

g Week 2023

and discuss



Mentoring at John Blow

Following a successful implementation of the Summer Term of the 2022-2023, we have set up mentoring groups in Y4-Y6 to help build positive relationships and develop emotional literacy (EQ).

The purpose of these mentoring sessions is to give pupils the opportunity to raise any concerns and discuss them. They will be used to support children following a safeguarding incident.

Mentoring sessions will last approximately 10 minutes and take place during class assembly times. These short sessions will play a pivotal role in ensuring that mentors have the autonomy to decide on the best course of action.

Active listening underpins the principles of mentoring and is factored into the identified objectives.

Active listening:

- ✓ Give full attention to the speaker
- ✓ Use verbal and non-verbal communication
 - ✓ Positive reinforcement
 - ✓ Ask questions
 - ✓ Smiling and nodding
 - ✓ Avoiding distractions
- ✓ Maintain eye contact
- ✓ Repeat back what has been said

Benefits of circle time

highlights the impact of circle time in the classroom - the benefits are numerous in school. To support the curriculum, we will be hosting weekly circle time and



Our recomm

Name of mentor =

g and emotions

oy when..."

elt angry was..."

us when..."

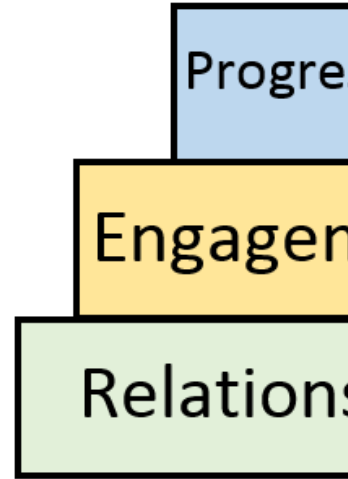
frustrated when..."

ht feel sad if..."

rying, I would..."

us feels like..."

*Relationships underpin every
tionships are especially impo
don't have that 'one k*



objectives

at John Blow (see pages 2-5 of mentors'

it and why is it important? (see page 3 of
k)

ducing the red folder and how we will use
toring programme.

s 14 and 15)

rite notes on your half term.

ook will need copying in preparation for

ward to this academic year?

ut?
come any worries or concerns? Create a
f mentors' handbook)

he task for them to complete for the next

plete pages 16 and 17 of their diaries in
on and use this as a discussion point for

est when' as this will help the children at
year—share any key items discussed with

ries contains the activity— this is a great
to share positive messages with their

ght of this half term?

half term?

next half term?

ls' diaries

Regulation

Explore the r

Self-reg

Co-reg

Discuss strategies to

emotions



represent?
 ns?
 feel physically?
 ese emotions?

tion

Session 7	Exploring emotions Prepare p10 of mentors' handbook This forms part of our SIP on exploring different emotions.
Session 8	Regulation Stations Building on from previous sessions
Session 9	Active listening and emotion P12 of mentors' handbook circle discussion
Session 10	Review of targets How are the children getting on with their targets at the end of term? Children may need help re-reflecting on the importance of setting targets and the sense of achievement
Session 11	Recommend a read Preparation before session 12 they have recently read to share with of recommended reads (p10)
Session 12	Time to reflect What has been the highlight of the term? What are your plans for the next term? What are your targets for the next term? Complete page 82 of pupil handbook

***Not every week of the Autumn Term will be a reflective week—this allows flexibility from month to month for all groups. Any questions/queries, do not hesitate to contact me.**

Mentors, feel free to add any additional pages to your A5 binder has been chosen to allow for flexibility in the diary mat—the template for the diary is saved in the Staff folder on the One Drive.

